**Hester -7th Grade Science**

**Unit -**  Adaptations

**Objectives** students will be introduced to: the TEKS for the adaptation unit.

7:11 A,B,C 7:12

**Blooms** Remembering, understanding, applying, analyzing  
**Materials/Resources Needed:** pencil, Power point

**Anticipatory Set-** Students will warm up by writing their best example of an adaptation of an animal  
  
**Objective/Purpose** To introduce students to the concepts of the adaptations unit  
  
**Prior Knowledge** The material we looked at on the Pre Test and just the knowledge they have of the worls around them **Model** examples of animals that have adapted to their environment  
**Check for Understanding**  Questioning  
**Guided Practice** None **Closure** Questioning  
**Independent Practice** Look over the material on the Wiki

|  |  |
| --- | --- |
| **Bloom’s Taxonomy**  New Bloom Triangle Old Bloom Triangle  **New Version Old Version** | |
| **Creating**: can the student create new product or point of view? | assemble, construct, create, design, develop, formulate, write |
| **Evaluating**: can the student justify a stand or decision? | appraise, argue, defend, judge, select, support, value, evaluate, justify |
| **Analyzing**: can the student distinguish between the different parts? | compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test |
| **Applying**: can the student use the information in a new way? | choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write |
| **Understanding:** can the student explain ideas or concepts? | classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase |
| **Remembering:** can the student recall or remember the information? | define, duplicate, list, memorize, recall, repeat, reproduce, state |